

Local & Global Culinary Exploration

COURSE TITLE:	Food & Nutrition Or Local & Global Culinary Exploration	SCHOOL: East York Alternative HS
MINISTRY DOCUMENT:	Social Sciences & Humanities Intermediate	COURSE CODE: HFN2O
COURSE TYPE/GRADE:	Open, Grade 10	CREDIT VALUE: 1.0
PREREQUISITE:	none	YEAR: 2011-2012
TEACHER NAME:	Harriet	PERIOD: Two
TEXTBOOK(S):	Various Photocopies	REPLACEMENT COST:

COURSE DESCRIPTION :

This course explores the factors that affect attitudes and decisions about food, examines current issues of body image and food marketing, and is grounded in the scientific study of nutrition. Students will learn how to make informed food choices and how to prepare foods, and will investigate our Canadian food heritage and food industries, as well as global food issues. The course also introduces students to research skills related to food and nutrition.

OVERALL CURRICULUM EXPECTATIONS:

Self and Others

By the end of this course, students will:

- complete an assessment of the importance of meeting the food needs of family members;
- identify the various reasons for the choices people make about food;
- analyse the importance of each family member's contribution to the selection, preparation, and serving of food;
- demonstrate knowledge of the rules of mealtime etiquette (within the classroom environment).

Personal and Social Responsibilities

By the end of this course, students will:

- analyse the responsibilities involved in maintaining nutritional health and well-being;
- identify consumer responsibility in the investigation of current food issues;
- summarize the practical factors and demonstrate the skills involved in producing appetizing and healthy foods for themselves and others.

Social Challenges

By the end of this course, students will:

- analyse the concept of body image and its relationship to eating disorders and body altering substance abuse;
- demonstrate an understanding of how to make informed food decisions when dealing with stressful situations.

Diversity, Interdependence & Global Connections

By the end of this course, students will:

- describe the relationship among family customs, traditions, and food, using current social science research methods;
- demonstrate an understanding of our Canadian food heritage;
- identify food supply and production industries in Canada;
- complete an investigation of current global issues related to food (e.g., food distribution, food shortages, gene manipulation), using current social science research methods.

Social Science Skills

By the end of this course, students will:

- demonstrate appropriate use of social science research methods in the investigation of food related issues;
- effectively communicate the results of their inquiries;
- demonstrate effective collaborative group skills.

ASSESSMENT:

Throughout the course, a range of instructional strategies will be used to address students' needs. *Assessment* is the ongoing process of gathering and analyzing information from a variety of sources. *Diagnostic assessments* are used to identify students' strengths and learning needs to assist with planning, modifying and adjusting instruction. *Formative assessments*, which occur throughout the learning process, give students multiple opportunities to practice and receive feedback in an effort to improve their learning and achievement of the curriculum expectations.

EVALUATION:

Evaluation measures achievement of the overall curriculum expectations. They are summative and usually take place at the end of important segments of learning (end of a unit, strand, term, semester), following student practice and constructive feedback. Evaluations give students an opportunity to apply and demonstrate their learning based on established achievement criteria.

Seventy per cent (70%) of the final grade will be based on the evaluations conducted during the course. There will be numerous and varied opportunities for students to demonstrate their achievement of the curriculum expectations across all four achievement categories according to the weighting described below. Missed and/or incomplete assignments will have an impact on the final grade where there are a number of curriculum expectations that have not been evaluated because of missed assignments.

Thirty per cent (30%) of the final grade will be based on summative evaluation(s) administered towards the end of the course and following the same weighting of the achievement chart categories as the term evaluation. All students must take part in the course-culminating activities that make up the 30% final evaluation mark.

WEIGHTING ACCORDING TO ACHIEVEMENT CHART CATEGORIES:

Knowledge	25	%
Thinking/Inquiry	25	%
Communication	25	%
Application	25	%

LEARNING SKILLS:

There are six clusters of *learning skills* required for effective learning, achievement of the curriculum expectations and student success in and out of school: Responsibility, Independent Work, Organization, Initiative, Collaboration and Self-Regulation.

LATE & MISSED ASSIGNMENTS:

(See Questions & Answers on Late and Missed Assignments for Parents & Students, Appendix B)

Submitting course work on time is an important aspect of student learning and time management. Students will be informed of due dates and ultimate deadlines, which is the last opportunity for students to submit an assignment for evaluation. Late submissions will be reported as part of the learning skills on the report card and a variety of strategies will be used to encourage on-time submission of assignments including parent, student-teacher conferences, counselling, contracts, alternative assignments and extra help. A mark deduction for late assignments up to and including the full value of the assignment may be used as a last resort.

ACADEMIC HONESTY:

(See Questions & Answers on Academic Honesty for Parents & Students, Appendix A)

Students are expected to be academically honest by submitting their own original work, and the marks they receive are intended to reflect their own academic achievement. When evidence of dishonesty is confirmed, the incident and the consequences will be communicated to the principal/vice-principal, the student and parent(s)/guardian.

A mark of zero may be awarded for the assignment in question and a repeated pattern of academic dishonesty may result in an escalating severity of consequences.

COMMUNICATION:

Extra help will be available during period three and after school. Phone calls home will be made when required to discuss academics, attendance, punctuality or behaviour. The teacher can be contacted at the school by phone 416-396-2925. Parent/Teacher Night will occur on October 19th 2011; any additional meetings will be arranged as required.

COURSE EVALUATION PLAN

30% Final Evaluations

EVALUATION TASKS	ACHIEVEMENT CHART FOCUS	WEIGHTING (%)
Culminating Activity, Iron Chef Competition	All Categories	25%
Portfolio	All Categories	5%

70% Course Work

- ★ All assignments marked with this star are designed to enable student choice. You may select an assignment from the Choice Board below within the column indicated next to the star (i.e., 1,2 or 3). Any additional options must be discussed with me ★

UNIT SEQUENCE	TIMING	EVALUATION TASK(S)	ACHIEVEMENT CHART FOCUS	DUE DATE
Nutrition and Health	Sept 6 - 23	Quiz: Food Safety & Kitchen Safety	All Categories	Sept 12
		★ ¹ Explain the impact of different foods and other substances on your portion of the body	All Categories	Sept 23
		★ ³ Present your group's portion of the body	All Categories	Sept 23
Food Choices, Consumer Awareness & Social Issues	Sept 26 – Oct 14	★ ¹ Outline healthy eating for a member of the family (pregnant women, infants, toddlers, adolescents, etc)	All Categories	Oct 3
		★ ² Timeline, Body Image through history, how has it changed	All Categories	Oct 10
		★ ¹ Beauty, eating disorders, dieting, what is healthy what isn't?	All Categories	Oct 14
Media, Marketing & The Economics of Food	Oct 17 - Nov 4	Worksheet: Advertising Analysis: Deconstruct food marketing strategies in print, video and internet advertising	All Categories	Oct 24
		★ ¹ Cost/Benefit Analysis: Prepared Food V. Fast Food V. Fresh Food	All Categories	Nov 4
Canadian Food Heritage	Nov 7 – Nov 25	Find a recipe that is considered to be part of Canadian cuisine and submit it along with a health analysis	All Categories	Nov 11
		Food Lab: With your group prepare the recipe, serve it and share it with others	All Categories	Nov 18
Global Foods	Nov 28 – Dec 23	Find a recipe for a food that is considered to be part of a cuisine from a country other than Canada and submit it along with a health analysis	All Categories	Dec 2
		Food Lab: With your group prepare the recipe, serve it and share it with others	All Categories	Dec 8
		★ ³ Presentation: Research issues of food distribution present your findings to the class & create a handout	All Categories	Dec 12-16
Independent Study	Jan 9 – Feb 1 st	Culminating: Iron Chef Competition	All Categories	TBA

Choice Board

★ You may complete any assignment from the Choice Board below within the column indicated next to the star (i.e., 1, 2 or 3). Any additional options must be discussed with me. Closer to the due date for each assignment you will receive a specific outline of my expectations and the grading scheme I will use to evaluate your work; you must adhere to the requirements in the outline as well as those in the Choice Board below. ★

Column 1	Column 2	Column 3 (Presentations)
Poster Create a poster that includes at least 1 image, a slogan and a checklist of 5 important facts/figures. Also include website(s) where people can find out more information about your topic.	Website/Blog Create a website or blog. Include an introduction and conclusion, at least 5 photos, 1 video and 5 facts/figures that will inform the reader about your topic. Include links to other informative sites where people can find more info.	Speech/Poem/Song/Rant (Original) Write a speech/poem/song/rant/ rap that addresses your topic in a meaningful way and read/perform it for the class.
Image & Analysis Find an effective image that is related to your topic. Include a paragraph explaining your selection: Why did you pick this image? What does it say about the subject? Why is it an effective image? Etc.	Letter to the Editor/MP/MPP/ Government Write a letter to the editor of a publication <u>OR</u> to your member of parliament/government official that includes at least 5 facts/figures and a call to specific action around your topic.	News Report Create a video or live news report on your topic. Including at least 5 important facts/figures about your topic and present it to the class.
Song & Analysis (chosen) Choose a song that you think reflects the related issues in which you are interested. Include the lyrics and write a paragraph describing: Why is the song appropriate? What does it say about the subject? Why is it effective? Etc.	Short Story Write a short story inspired by your topic. For example, a narrative that follows someone who has been affected by your topic.	Conference/Fair Display Booth Create a display for a booth, making sure you include 3-5 photos, a logo and slogan and at least 5 facts/figures. Provide links to informative sites where people can find more info about your topic. Then present it to the class.
Create a Petition You must include a paragraph describing the related issue you want addressed, what action you would like the government or organization to take <u>AND</u> get 20 signatures in support.	Community Action Plan Write a report describing your topic and how it affects your community. Then write about how you would connect with the community to combat the issue through networking, volunteering and community outreach, for example.	Advertisement/Radio Spot Create a radio spot that includes a slogan and a checklist of at least 5 important facts/figures about your topic. Present it to the class.
Print Advertisement Create a print ad for a magazine/newspaper that includes an image and a checklist of at least 3 interesting facts/figures that encourage curiosity in the topic. Also include website(s) where people can find out more info.	Essay Write an essay about your topic following the criteria stipulated in the individual assignment outline. (To be distributed closer to the assignment due date)	Commercial/Video Shoot a 30 second TV spot to inform viewers about your topic. Including at least 5 facts/figures about the issue. Also include websites where people can find out more info. Present it to the class.